

A Comparison between Model Performance Indicators and Language Objectives

Aspects of Comparison	Model Performance Indicators	Both MPIs & Lang. Objectives	Language Objectives
PURPOSE	Provide examples for teachers of language tasks that are appropriate for ELLs at all levels of English language proficiency. Give examples of the kinds of tasks that promote language growth in class and the types of tasks used for language assessment.	Promote language growth and inform language assessment based on what students at different levels of language proficiency Can Do linguistically.	Communicate to students in any class what they will do linguistically to develop language while simultaneously meeting content objectives.
CURRICULAR ALIGNMENT	<p>General examples of diverse and differentiated language tasks that match a common topic/genre in the 4 content areas.</p> <p>The inclusion of different tasks related to the same broad topic familiarizes teachers with more types of language activities that are appropriate for diverse levels of ELLs than would be possible if the examples were all related to one content objective for a specific topic.</p>	Aligned with state learning standards and ELP standards for Social and Instructional language, Language Arts, Math, Science, and Social Studies for all language domains (<i>listening, speaking, reading, and writing</i>).	<p>Language objectives are for all content areas, including specials. Ideally are all related to an essential understanding/big idea for the theme or topic of study.</p> <p>Each language objective matches the specific content objective(s) for the topic of investigation.</p> <p><i>Ask, "What language would be needed to meet the content objective. How can I differentiate that language function for different levels of English language proficiency?"</i></p>
FORMAT	<p>Each MPI, in addition to the language function and supports, contain a content stem. Some include minimal language models, identified as examples.</p> <p><i>(They lack the specificity of a common content objective and the language models required for effective language objectives.)</i></p>	<p>Stated as observable and measurable behaviors that are appropriate for the ELP levels of ELLs.</p> <p>Contain a language function and supports needed for a range of ELLs. Include sensory support, graphic support and interactive support.</p>	<p>Since language objectives are matched with specific content objectives, the content stem is often not needed in the language objective. Sensory, graphic, and interactive supports may support both the content and language objectives. The most effective language objectives include differentiated models of language to benefit all learners, not just ELLs.</p>

<p>COMMON MISCONCEPTIONS</p>	<p>Because there are often different kinds of tasks in a strand of MPIs, people often make the assumption that students are doing many different content tasks with different language objectives, rather than having common content objectives with differentiated language objectives. <i>(As much as possible, students should have common content objectives that match what all students should understand and know about the topic/theme. The goal is to assess the same content, but differentiate the language.)</i></p> <p>Since many of the strands progress from lower-level thinking to higher-order thinking skills, teachers may inappropriately assume that ELLs with limited language cannot perform those skills. <i>(For content tasks, all students should be challenged with higher-order thinking.)</i></p> <p>At times, people think the MPIs are the standards. <i>There are only 5 standards.</i></p> <p>Some teachers think the MPIs are their ESL curriculum. <i>The ESL curriculum is to teach the general education curriculum in ELL-appropriate ways while also teaching the English language through grade-level content.</i></p>	<p>A common misconception is that the MPIs and language objectives are synonymous.</p> <p><i>The MPIs help teachers write language objectives by providing examples of the kinds of tasks that are appropriate for all levels of ELLs. The formative framework gives examples of the kinds of tasks that promote language growth in the classroom. The summative framework provides examples of the types of tasks that will be expected on ACCESS for each level of language proficiency.</i></p> <p>SUPPORT RESOURCE</p> <p>esl-methods.wikispaces.com</p> <p>Select the Content and Language Objectives Page in the sidebar for multiple examples of content and language objectives and links to differentiated sentence and paragraph frames that match language functions.</p>	<p>Because the MPIs, only minimally, provide language models, teachers may not incorporate differentiated language models into their language objectives.</p> <p>Teachers often communicate a general language objective (students will listen, speak, read, or write) rather than a specific objective that refers to the differentiated supports. <i>Teachers need to provide specific and differentiated language models that match the language function needed for the task as well as provide the differentiated supports.</i></p> <p>Teacher may think they need a different language objective for all ELP levels. <i>That is not practical. However, all students should benefit from the language models given.</i></p> <p>When writing their language objectives, teachers often think they should transform an entire strand as written to fit the content topic they are teaching. <i>Remember that the strand has examples of diverse tasks related to a broad topic, not specific examples of differentiated language to match one content objective. Use the MPIs to help write objectives that are appropriate for the levels and to insure that students have experience with the kinds of tasks and the vocabulary for directions used in assessments.</i></p>
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